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ABSTRACT

A bibliography on enrollment, student retention/attrition, and desegregation in higher education is presented, including an introduction by Cathy Henderson. The bibliography covers publications from the early 1960s through 1981 and contains 501 entries, which are presented alphabetically by author. The bibliography is the result of research conducted by Jeff E. Smith from 1974 through 1981. Henderson's introductory comments address influences on college enrollments in the 1980s and 1990s; the increased competition by colleges, the Armed Services, and private industry for the traditionally college-age cohort (18-24-year-olds); and the need for colleges to concentrate on educating the students already enrolled. She suggests that the following areas need attention at most colleges: use of packaging of federal, state, private, and institutional aid to minimize the debt burden for upperclassmen; help in the selection of a major field for undergraduates who feel uncertain about their interests and career options; help to any student who needs career counseling and job placement ideas; and internships to permit students to blend classroom and job experiences prior to graduation. She notes that this bibliography, by providing a single reference that can guide campus officials to helpful ideas to improve enrollment planning strategies, is important to the literature on enrollment planning. The bibliography can assist campus administrators to become familiar with both retention research and the institutional case studies where ideas have been tested. (SW)

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ENROLLMENT AND RETENTION IN AND DESEGREGATION OF POSTSECONDARY EDUCATION INSTITUTIONS: AN ABRIDGED BIBLIOGRAPHY

Jeff E. Smith

and

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1982

ERIC CLEARINGHOUSE ON HIGHER EDUCATION/INSTITUTE ON DESEGREGATION
COOPERATIVE PROJECT

Call for New Materials on Problems of Minority Students
and the Desegregation of Traditionally Black Colleges

The Institute on Desegregation at North Carolina Central University and ERIC Clearinghouse on Higher Education at George Washington University are conducting a cooperative project. The purposes of this project are to identify, collect, and make available literature concerned with

(1) the problems of minority students in higher education in general and

(2) the problems of desegregation in historically black colleges and universities in particular.

New published and unpublished materials will be reviewed and recommended by participants of the Institute on Desegregation's Interinstitutional Research Group (ID/IRG) for acquisition by ERIC Clearinghouse for distribution on a periodic basis. Moreover, an annual bibliography of materials will be published under the names of ERIC and the Institute.

Various types of materials are being solicited, especially unpublished and unindexed materials, as well as publications, produced by faculty and staff members. Included in these may be unpublished faculty studies, institutional research studies, master's theses, monographs, papers presented at professional meetings, articles from general and scholarly periodicals, and conference and workshop proceedings not covered by ERIC Clearinghouse on Higher Education.

To be acceptable for inclusion in the ERIC system, the materials submitted for evaluation must be (1) reproducible, (2) of sufficient substance to be of value to practitioners, researchers, scholars, and others, and (3) not repetitive of materials that are already currently available.

Please mail materials pertinent to the purposes of this project to:

Jeff E. Smith, Director
Institute on Desegregation
North Carolina Central University
Durham, North Carolina 27707

If additional information is needed about this cooperative project or the criteria for selection of materials, please write or call the Director of the Institute on Desegregation at 919/683-6433.

PREFACE

The Insititute on Desegregation was officially established in 1972 as a cooperative, interinstitutional, organized research center by the General Administration of The University of North Carolina upon the recommendation of faculty and staff members from The University of North Carolina at Chapel Hill and North Carolina Central University in Durham. While the general goal of the Institute is to focus attention and efforts on resolving problems in the area of desegregation, its specific objectives are to (1) promote research related to desegregation by majority and minority faculty and staff members; (2) provide opportunities for undergraduate and graduate students to become involved in research and training; (3) assist predominantly black and predominantly white public and private postsecondary education institutions with research relating to desegregation problems; (4) develop approaches, techniques, strategies, and/or models that appear relevant to solving desegregation problems; and (5) publish and disseminate research data and reports culminating from projects and studies. Priority has been given since 1974 to desegregation research in higher education.

The Institute has been active in providing published and unpublished information relating to the complex process of desegregating the dual systems of postsecondary education institutions that are based primarily on racial factors. Special emphasis has been and is still placed upon interinstitutional research projects and related activities by professionals from private and public senior colleges and universities, the General Administration of The University of North Carolina system, the North Carolina State Community College System, the North Carolina State Department of Public Instruction, and other state and federal agencies.

The most important activities have been in the area of providing researchers and practitioners with published and unpublished information relating to desegregation in higher education. These activities were and are still designed for the purpose of disseminating data and reports on desegregation to as wide an audience as possible. To meet the demands for information, as indicated by written and telephone inquiries and requests, several bibliographies have been compiled for distribution to researchers, practitioners, and others involved in the development and implementation of desegregation policies at three levels—national, state, and institutional.

This is the fourth in a series of bibliographical projects that have been conducted under the aegis of the Institute on Desegregation. In 1974, Donald P. Addison compiled a 70-page bibliography that dealt with segregation, desegregation and integration topics, concerns, issues, problems, and court cases dealing with the dismantling of dual systems of higher education.

Jeff E. Smith compiled an unpublished bibliography under the tentative title "School Desegregation and Student Achievement: Abstracts and Bibliography" in 1978. This bibliography is being updated—revised and enlarged—for publication and distribution within the next 12 months. The updated version of this bibliography will emphasize what research reveals about the effects of desegregation on student achievement from elementary school through undergraduate college.

In addition to publishing the proceedings of the Institute's 1979 National Conference on Desegregation in Higher Education under the title THE IMPACT OF DESEGREGATION ON HIGHER EDUCATION that was edited by Jeff E. Smith, Benjamin F. Speller, Jr. compiled a selected bibliography on "Desegregation in Higher Education" as a result of the conference.

Charles I. Brown and Benjamin F. Speller, Jr. completed the compilation of the third bibliography dealing with desegregation in 1980. This bibliography was published by the Institute under the title DESEGREGATION AND THE WHITE PRESENCE ON THE BLACK CAMPUS: A BIBLIOGRAPHY FOR RESEARCHERS. In 1980, Charles I. Brown also completed three additional projects: "The White Student on the Black Campus: An Anthology of Essays and Studies," "The White Presence at Traditionally Black Public Colleges and Universities," and, with Dolores M. Donovan as co-author, "White Faculty at Historically Black Institutions: A Pilot Study."

In 1981, the Institute on Desegregation and ERIC Clearinghouse on Higher Education at George Washington University initiated a cooperative project for the purpose of identifying, collecting, and making available literature concerned with (1) the problems of minority students in higher education in general and (2) the problems of desegregation in historically black postsecondary education institutions in particular. New published and unpublished materials are currently being reviewed and recommended by participants in the Institute on Desegregation's Interinstitutional Research Group (ID/IRG) for acquisition and distribution by ERIC. An annual bibliography will be compiled and published jointly by ERIC and the Institute.

This fourth bibliography is the results of research by Jeff E. Smith from 1974 to 1981. The major emphasis of this bibliography is on student enrollment, attrition/retention, and desegregation in higher education. In the introduction, Cathy Henderson, director of Higher Education Policy Information Service for the American Council on Education, discusses the problems of student enrollment and retention, several areas in which attention should be given, and how campus administrators at all types of colleges and universities can benefit from using this extensive bibliography.

Acknowledgment and appreciation are accorded to Ms. Cathy Henderson for writing the introduction, Mr. Jeff E. Smith for compiling the bibliography, and Ms. Helen L. Faucette for typing the initial drafts and final manuscript. The publication of this monograph would have been impossible without their contributions.

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5 March 1982

INTRODUCTION

Cathy Henderson

The expected decline in the traditional college-age cohort (18-24-year-olds) between now and the mid-1990s has been well documented. This age group has provided the majority of full-time undergraduate students at many United States colleges. However, campus officials will not be the only group recruiting young people during the 1980s and 1990s. The Armed Services will need to enlist a higher proportion of youth if it is to maintain its current level of military strength. Likewise, private industry will be actively seeking young persons to fill entry-level positions.

What will this increased competition mean? Clearly colleges can no longer afford to recruit all levels of undergraduates. Administrators and faculty must work together to help students realize their educational goals once they have entered college. For some, this will mean a few courses to prepare for a new career or a job promotion. Others will be seeking a terminal degree. A certain amount of attrition is expected; some students complete their educational objectives quickly and others must leave for health or personal reasons. The real problem lies with those students who drop out due to misinformation or poor academic and/or career counseling.

Many institutions, particularly the community colleges, have a broad-based clientele that reaches far beyond the recent high-school graduate population. Yet, these colleges too can benefit from efforts to improve the retention rates of their students (particularly "within course" retention). Coupled with the stabilized high-school graduate pool has been the introduction of new programs on many campuses. Sometimes these programs have been hastily designed for the sole purpose of attracting a new clientele. Similar energy needs to be directed to help educate the students already enrolled in the institutions.

Many colleges have been preoccupied with assessing the characteristics of incoming students. College officials have left up to the admissions office the responsibility to locate the most appropriate students to fill classroom seats. Typically, colleges have been judged by the scores of the entering students rather than by the quality of the educational process they have offered. Now, it has become increasingly clear that more attention must be focused on the efforts to educate students based on their capacity to learn and not just on their previous academic training.

College admissions officers obviously will be trying to improve their recruiting skills to insure stable applicant pools during the 1980s. Marketing efforts are frequently seen as a high competitive process; tactics to improve retention rates, however, can be shared across institutional settings in a spirit of cooperation. Areas which typically need attention at most colleges include:

- use of packaging of federal, state, private, and institutional aid to minimize the debt burden for upperclassemen;
- help in the selection of a major field for undergraduates who feel uncertain about their interests and career options;
- help to any student who needs career counseling and job placement ideas; and
- internships to permit students to blend classroom and job experiences prior to graduation.

From this extensive bibliography, campus administrators can become familiar with both retention research and the institutional case studies where ideas have been tested. They can learn from their peers which tactics have worked best at small residential campuses, at large urban settings, and at other types of institutions.

Enrollment planning in the 1980s is a campus-wide responsibility with roles for administrators, faculty, and students. It is not simply an admissions' function. By providing a single reference which can guide campus officials to ideas that might help them improve their enrollment planning strategies during the next decade, this excellent bibliography makes an important contribution to the literature on enrollment planning.

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